**Teaching in the 21st Century Series**

**Options for Professional Development**

The online professional development courses in the Teaching in the 21st Century series offer a number of modalities for professional learning that include: multimedia, articles, podcasts, videos, and activities. These courses are available in blended study group, self study, and graduate course formats for differentiated professional development. ­

Additionally, course resources may be used independent of the course and integrated with existing district professional development. Induction, in service, staff meetings, grade level meetings and content meetings provide potential opportunities where course resources may be valuable. These options allow flexibility when determining how to best utilize the Teaching in the 21st Century series.

The following courses are available in the Teaching in the 21st Century Course Series:

* Teaching in the 21st Century: The Need for Change
* Teaching Authentically in the 21st Century Classroom: Math, Science, Social Studies,

or Language Arts

* Differentiated Instruction in the 21st Century Classroom: Math, Science, Social Studies,

or Language Arts

* Inquiry-based Learning in the 21st Century Classroom: Math, Science, Social Studies,

or Language Arts

* Project-based Learning in the 21st Century Classroom: Math, Science, Social Studies,

or Language Arts

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| **Version** | **Details** | **Variations** | **Implementation Notes** | **Act 48 Reported** |
| **Blended Study Group** | Groups of 5-10 teachers participate in the course with a facilitator. | Discussions may be completed online or face to face.  Content specific groups may be combined.  Content may be differentiated by viewing subject specific material in small groups. | Enrollment manager must set up study groups and assign a facilitator to the group. | 30 hours |
| **Self-study** | Teachers complete the course independently, working at their own pace. This version does not include online discussions. | Self directed study groups may be formed.  Portions of the course are completed independently by learners.  Small groups meet to discuss content, complete activities, view video, etc. | Teachers register individually for this version. No enrollment manager or facilitator required. | 15 hours |
| **Graduate Credit** | This version is managed by the National Institute for Professional Practice in partnership with Wilkes University. | Fall 2009 Semester   * 2 - 9 week sessions * 1 - 14 week session   Spring 2010 Semester   * 2 - 9 week sessions * 1 - 14 week session   Summer 2010   * 1 session * limited course offering due to job embedded activities | For more information or to register for courses: [www.professionalpractice.org](http://www.professionalpractice.org) | 90 hours plus 3 graduate credits |
| **Customized Content** | This option allows a coach, district professional developer, administrators and others to select specific portion(s) of a course for professional development. | Podcasts or specific articles may be selected to download and share with teachers.  Course multimedia or video may be shared with a group.  Articles, videos, and additional course content may serve as prompts for follow up discussions with a group online or in a face to face session. | Use the facilitation privilege to access multimedia, articles, podcasts, videos, and activities. The facilitation privileges allow resources to be available independent of the online course. | Act 48 hours may be reported as part of district professional development offerings |

\*\*Note: Districts continuing implementation of the eMBEDDED LEARNING Academy have free access to additional courses and course series. The Early Literacy series (K-3) and the Teacher Leadership and Coaching series (K-12) are available. A library of self-study courses on a variety of topics is offered. For more information please visit <http://www.embeddedlearningacademy.com/pde/21>, , log in and select the catalog tab to view a complete list of the courses available.